

Hamstead After School Club Committee

Inspection report for early years provision

Unique reference number	268327
Inspection date	16/11/2010
Inspector	Parm Sansoyer
Setting address	Tanhouse Avenue, Great Barr, Birmingham, West Midlands, B43 5AS
Telephone number	0121 357 8397
Email	
Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hamstead After School Club opened in 2002. It operates from Hamstead Infants School situated in the Great Barr area of Birmingham. The setting has the use of two rooms and an enclosed outdoor play area.

A maximum of 30 children under eight years may attend the setting at any one time. Currently there are 60 children on roll. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of the sessions on offer. It is open each weekday during term time, with a breakfast session operating from 7.30am to 8.40am and the after school care running from 3.20pm to 6pm on Monday to Thursday and 3.20pm to 5.30pm on Fridays. During the school holiday the setting runs from 9am to 5pm and is open to all children living locally and in the surrounding areas.

The setting employs seven staff, of whom six hold appropriate early years qualifications and one is unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into an interesting and well equipped environment, which fully reflects the children's backgrounds and the wider community. They make good progress in their learning and development because staff plan and provide a rich range of experiences for children's enjoyment. Children are safeguarded in relation to child protection issues as they are supervised well and kept safe by largely thorough risk assessments. Relationships with parents/carers and the school and other agencies are very strong. An effective self-evaluation process ensures a rigorous monitoring system to help improve outcomes for children, although systems to include the views of parents and children are in the early stages. Overall, the setting is well able to improve in the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- explore more fully systems to gain the views of parents and children to help further strengthen the self-evaluation process.
- develop further the written risk assessment to cover anything with which a child may come into contact with regards to electric sockets in the main room

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated member of staff who is very knowledgeable has clear management responsibility in relation to child protection issues and all staff are aware of this. Many of the staff have experience of dealing with child protection concerns and all have attended child protection training and have a good knowledge of child protection issues. There are effective procedures in place to ensure adults caring for children are suitably qualified and experienced. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. However, the written risk assessments do not cover everything with which a child may come into contact, as the electric sockets in the main room, used by the children, are not included in this.

Staff show a strong commitment to promoting the children's learning and development through providing a well organised environment, which offers planned, purposeful play and exploration, resulting in children being active and creative learners. All adults are deployed well and children enjoy their time at the setting due to the effective adult support, supervision and interaction they receive. An effective system where all children have an assigned key person means children feel safe and cared for and develop positive relationships with adults. Staff are knowledgeable about equality and diversity issues and have attended training and there is a nominated person with overall responsibility. This means meeting the needs of children with additional needs and providing experiences for children to learn about the wider community is given good priority.

Partnership with parents/carers is good. Parents receive detailed information about the early years provision, the curriculum and its policies. Notice boards are used very well to keep parents up to date and share information about the club and what the children have been doing and are going to do. Links with the school are strong and help provide continuity of care for children. Established, collaborative working links with other agencies secure good support for children and families and helps safeguard children.

Good progress has been made since the last inspection. Both of the recommendations have been tackled well and the record of attendance and accidents significantly improved to secure children's welfare. The leader has energy and enthusiasm and leads a culture of reflective practice, self-evaluation and informed discussion to identify the strengths and priorities for development. This practice continues to improve the quality of provision for all children. Staff are motivated and supported very well to further raise their skills through attending additional courses and all contribute to the quality improvement programme. However, opportunities for parents and children to contribute to the self-evaluation programme have not been fully explored to further strengthen the process.

The quality and standards of the early years provision and outcomes for children

Children's personal, social and emotional development is fostered well. Children are welcomed into a relaxed and inviting environment where they have the autonomy to decide how to invest their curiosity through playing spontaneously. This routine compliments the school day well and this means children enjoy their time at the club. All children develop close relationships which are warm and caring with both adults and each other. They thoroughly enjoy the routine and show a real sense of belonging. Children are confident within their environment and easily vocalise what they like and want throughout the session.

Children's communication, language and literacy skills are supported well. Children benefit from time to develop spoken language and develop their listening skills through sharing conversations and their stories in their friendship groups. Children spontaneously interact with adults, who engage them well in conversation during their play about what they are doing and how they are feeling. Children have good opportunities to increase their reading skills and enjoyment for books through the creation of a comfy space for children to share books and relax. Many children freely choose to colour, draw and write and show sustained levels of interest in their creations. Children learn to take responsibility, wait their turn and share very well. For example, children independently write their own and other's names on the board, so they know who is next to use the most popular activities.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Good first-hand experiences enrich the children's learning. For example, children take walks and collect fallen leaves to create pictures. They learn to respect one another's cultures and differences and show a real interest in stories, music and dance from a range of cultures. For example, children have thoroughly enjoyed a 'Bollywood' and 'Bhangra' dance workshop. This has encouraged children to share their own culture with others by bringing in traditional instruments from home. Children learn to respect each other's differences and customs as they gain an understanding of diversity through themed activities and access a varied range of resources, such as books, dolls, and small world people, pictures and posters, which add to the richness of the environment. Children learn to observe, predict and record. For example, children have taken part in food tasting sessions and have recorded the results. Children thoroughly enjoy the computer and electronic games to support their learning and development. Children seek patterns, make connections and recognise and work with numbers, counting, sorting and matching, through using a full range of board games, cards, dominoes and electronic games, which are thoroughly enjoyed by the children. They enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials and engaging in role play.

Children develop good habits due to the praise and encouragement they receive. Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to act responsibly as they move around and when they are outdoors. Staff follow effective hygiene practices, which

allow children to enjoy a clean and hygienic environment. Children benefit from daily physical activity both indoors the outdoors. They are provided with a substantial snack, which is healthy and nutritious and encourages children to try new foods to develop an understanding of making healthy choices. They successfully develop skills that contribute to their future well-being through demonstrating a real understanding of the wider world through their play and communications.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met